

**COOPERATIVE LEARNING TO ENHANCE STUDENTS' SPEAKING
SKILLS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT,
UNIVERSITY OF BRAWIJAYA MALANG**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



by:

FAJRIYAH NURUL GASMI

201610560211011

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG**

August 2018

**COOPERATIVE LEARNING TO ENHANCE STUDENTS' SPEAKING
SKILLS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT
UNIVERSITY OF BRAWIJAYA MALANG**

Proposed by:

**FAJRIYAH NURUL GASMI
201610560211011**

Has been accepted on
Thursday, 16th August 2018

Advisor I



Dr. Sri Hartiningsih

Advisor II



Dr. Sudiran

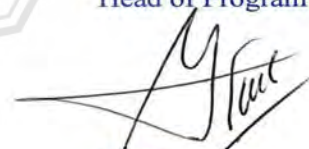


Director of Directorate of
Postgraduate Program



Akhlan In'am, Ph.D

Head of Program Study



Dr. Hartono

THESIS

Written by:

FAJRIYAH NURUL GASMI
201610560211011

Has been examined in front of examiners
On Thursday, 16th August 2018 and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : Dr. Sri Hartiningsih

Secretary : Dr. Sudiran

1st Examiner : Dr. Hartono

2nd Examiner : Dr. Estu Widodo

LETTER OF STATEMENT

I, the undersigned :

Name : **FAJRIYAH NURUL GASMI**
NIM : **2016105602110011**
Study Program : **Magister Pendidikan Bahasa Inggris**

Hereby, declare that :

1. The thesis entitled : **COOPERATIVE LEARNING TO ENHANCE STUDENTS' SPEAKING SKILLS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT, UNIVERSITY OF BRAWIJAYA MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16th August 2018

The Writer,



FAJRIYAH NURUL GASMI

MOTTO AND DEDICATION

IF YOU DON'T HAVE WHAT YOU WANT; WORK HARDER.

This thesis is dedicated to:

My beloved parents, all my family, all my friends, and my Almamater the
University of Muhammadiyah Malang, especially Postgraduate of English
Language Education



ACKNOWLEDGEMENTS

Alhamdulillah Robbil'alamin. The researcher prise to Allah SWT, the Almighty God who has been giving her, His blessing and mercies, so the researcher able to finish writing this thesis. Firstly, the researcher would like to express her deeped gratitude to her Thesis Advisors, Ibu Dr. Sri Hartiningsih, MM and Bapak Dr. Sudiran M. Hum, for their patience, guidance, and support during the process of thesis writing. Their comments, suggestions, and corrections became the valuable input in writing this thesis.

Secondly, her special gratitude, love, and dedication are delivered for her dearest family, her beloved father (Drs.Gatot Subroto, M.M.pd), her beloved mother (Miswati, S.Pd), her aunt (Umayyah Adnan Rachman), her brothers (Hasan Mubarak Gasmi and Nur Muhammad Gasmi), who have supported her, giving her advice, love, prayers so that she can complete this thesis.

Finally, appreciation also goes to all of the researchers' best friends (Reny, Putri, Vinda, Maya, Tanjung) and all of her classmates in A class 2016, Master of English language Education Department University of Muhammadiyah Malang, she hope Allah will always bless you all.

Malang, August 2018

The Writer

Fajriyah Nurul Gasmi

TABLE OF CONTENTS

APPROVAL	i
LETTER OF STATEMENT	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF APPENDICES	viii
ABSTRACT	ix
ABSTRAK	x
INTRODUCTION.....	1
REVIEW OF RELATED LITERATURE	3
Principles of Teaching Speaking	3
Definition of Cooperative Learning	5
Five Essential Elements of Cooperative Learning	6
Strategies in Cooperative Learning	7
Understanding of Numbered Head Together (NHT) Strategy	7
Characteristic of NHT	9
Response	9
Review of the Previous Study.....	10
RESEARCH METHOD	11
Research Design	11
Research Setting	12
Population and Sample	13
Research Instruments	13
Data Collection Technique.....	13
Data Analysis	13
FINDINGS AND DISCUSSION.....	14
Findings.....	14
The Result of the Pre-test and Post-test	14
Data Analysis between Pretest and Posttest.....	15

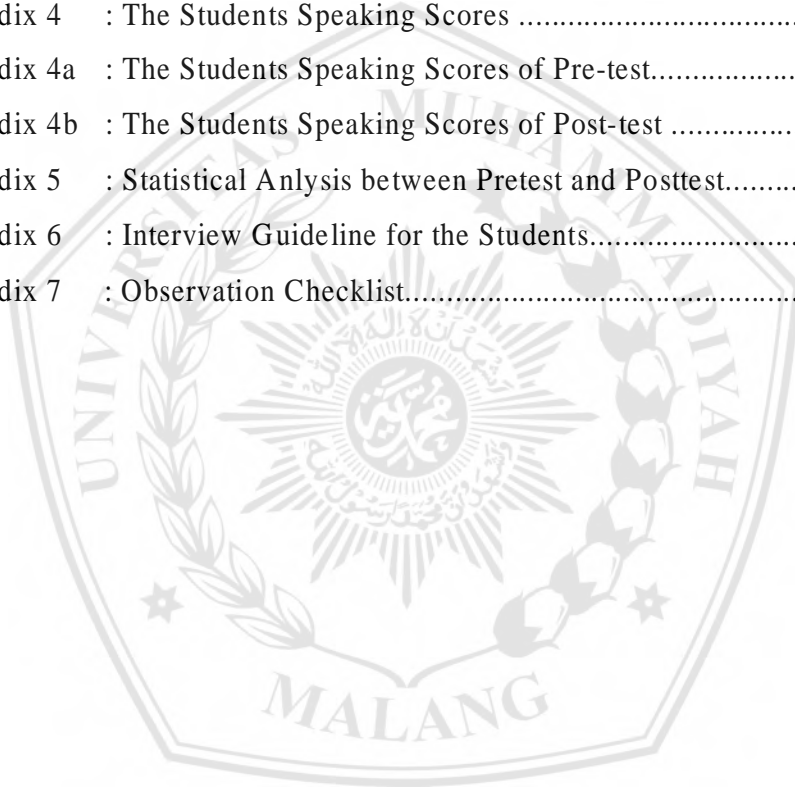
The Normality Test of the Pretest and the Posttest	15
Paired Sample T-test Result	15
The Students' Responses toward the the Strategy	16
Discussion	18
CONCLUSION AND SUGGESTION	21
Conclusions	21
Suggestions	22
BIBLIOGRAPHY	22
APPENDICES	26



LIST OF APPENDICES

APPENDICES

Appendix 1	: Lesson Plan	26
Appendix 1a	: Lesson Plan for meeting 2-3.....	26
Appendix 1a	: Lesson Plan for meeting 4-5.....	31
Appendix 1a	: Lesson Plan for meeting 6-7.....	35
Appendix 2	: The Scoring Rubric.....	40
Appendix 3	: The Instrument of Pre-test and Post-test.....	41
Appendix 4	: The Students Speaking Scores	43
Appendix 4a	: The Students Speaking Scores of Pre-test.....	43
Appendix 4b	: The Students Speaking Scores of Post-test	44
Appendix 5	: Statistical Anlysis between Pretest and Posttest.....	45
Appendix 6	: Interview Guideline for the Students.....	47
Appendix 7	: Observation Checklist.....	48



**COOPERATIVE LEARNING TO ENHANCE STUDENTS' SPEAKING
SKILLS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT,
UNIVERSITY OF BRAWIJAYA MALANG**

Fajriyah Nurul Gasmi

Master Of English Language Education, University Of Muhammadiyah Malang
nurulgasmi93@gmail.com

ABSTRACT

This research study aimed to investigate the application of Cooperative Learning through Numbered Head Together Strategy on students speaking skill ability, and to know what are the student responses toward the strategy at second semester student of English Language Education Department University of Brawijaya Malang in academic year 2017/2018. The research designs used in this research was sequential mixed method with sequential explanatory strategy. The quantitative data was obtained from the pre-experimental design, researcher only took one class which was involved in three steps. The first, she conducted a pre-test. The second, she applied the experimental treatment teaching speaking Cooperative Learning through Numbered Head Together Strategy to the subject. The last, she conducted a post-test. And the qualitative data was obtained by the interview and observation. The findings showed that the application of CL (Numbered Head Together Strategy) in teaching speaking can enhance the students' speaking achievement. The improvements can be seen from the criteria of success achieved that was shown by the result of speaking test of paired sample T-test, the result of significance (2-tailed) was 0,000. It showed that the result was under 0,05 ($0.00 < 0.005$). So, the null hypothesis was rejected, because there was a significant difference between pre-test and post-test. The student also gave the positive responses toward the CL (Numbered Head Together Strategy). From the general impression twenty students, claimed that this strategy was interesting, and nine students stated that NHT strategy was useful for them in improving their speaking skills.

Keywords: *Cooperative Learning (Numbered Head Together), Speaking Skills*

**METODE *COOPERATIVE LEARNING* UNTUK MENINGKATKAN
KEMAMPUAN BERBICARA MAHASISWA PADA JURUSAN
PENDIDIKAN BAHASA INGGRIS DI UNIVERSITAS BRAWIJAYA
MALANG**

Fajriyah Nurul Gasmi

Magister Pendidikan Bahasa Inggris, Universitas Muhammadiyah
nurulgasmi93@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaplikasian metode *Cooperative Learning* dengan menggunakan strategi *Numbered Head Together* untuk meningkatkan kemampuan berbicara dan untuk mengetahui respon terhadap strategi tersebut pada mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Brawijaya Malang semester dua angkatan 2017/2018. Penelitian ini menggunakan gabungan metode quantitative dan qualitative yang disebut *sequential mixed method with sequential explanatory strategy*. Data quantitative di peroleh dari desain *pre-experimental*, karena peneliti hanya mengambil sampel satu kelas yang diberikan tiga prosedur. Pertama, peneliti melakukan pre-test. Selanjutnya melakukan treatment yaitu mengajar menggunakan metode *Cooperative Learning* dengan strategi *Numbered Head Together*. Dan terakhir, peneliti melakukan post-test. Selanjutnya, untuk memperoleh data qualitative peneliti melakukan interview dan observasi. Dan hasil menunjukan bahwa pengaplikasian metode *Cooperative Learning* (menggunakan strategi *Numbered Head Together*) dapat meningkatkan kemampuan berbicara siswa. Dapat dilihat dari hasil pre-test pada paired sample T-test, menunjukan hasil 0,000. Ditunjukan bahwa hasil nya dibawah 0,05($0,00 < 0,005$) yang berarti terdapat perubahan yang significant pada hasil post-test. Para siswa juga memberikan respon yang positive. Dapat disimpulkan bahwa 20 siswa sangat tertarik pada strategii NHT dan 9 siswa merasakan strategi tersebut sangat membantu untuk meningkatkan kemampuan berbicara mereka.

Kata kunci: *Cooperative Learning (Numbered Head Together), Kemampuan Berbicara*

INTRODUCTION

Indonesia is one of the Asian country that used English as the communication to access the knowledge, technology and business. Al-Quyadi (2000:5) stated that “English is the most dominant foreign language often used as a second language in many kind of commercial sector such as, education and job. It is highly needed as a tools of communication especially in public and private schools, universities and institutions. Thats why, it is important to be learnt by all kind levels of Indonesian student.

Morozova (2013), stated that to enhance the learners language abilities, especially in the academic setting, English speaking becomes one of the requirement. Speaking can be used as the measurement of the someone’s success in learning English. Belhabib (2015) said that, “By the use of active language in expressing meanings in speaking, other people can make sense of what people talking about”. It can be said for understanding and expressing meanings to interact with others, speaking is the major way. On the other hand, speaking is the skill by which people are judged while first impressions are being formed. Unfortunately, EFL learners may found many difficulties in developing their speaking abilities, especially their knowledge about linguistic aspect (Al- Hosni , 2014).

There are found many speaking problem sources in EFL classes such as; lack of the opportunity for the student in the classrooms, lack of modification of strategy, and teacher center (Aleksandrzak, 2011). Unfortunately, teaching progress of English speaking in Indonesia is still far from its goal. Teacher do not know what are the students need in speaking. Learning process of speaking is not easy to be achive by the Indonesian student. Many EFL country really expects the student to achieve more than pronunciation, so the teacher focus on grammar and memorization. Richards and Renandya (2002:204) argue that speaking in a foreign language really expects learners to know more than its grammatical and semantic rules. They need to work hard and study hard to expects as the native speaker. However, Sari (2014) found many teaching methods used by the english teacher are still traditional such as Grammar Translation Method.

It was supported by the facts that are many students in Indonesia are still weak in speaking skills and find difficulty in expressing themselves in English (Zuheer, 2008). In this view, there is a central focus on grammar and vocabulary at the expense of communication. Teaching activities do not promote interactive activities, the teacher careless to the students and often teach the student in old method (Pratiwi, 2014). The simillar situation are found from the preliminary observations, that are the second semester student at English Language Education Department in University of Brawijaya 2017/2018 are still low of motivation, unconfident in expressing their idea, and the teacher often used the traditional method such as Grammar Translation Method, Audiolingual Method, and Lecturing. The students are spent a lot of time in learning expressions and little in pronunciation and speaking practices. As a result, they are good at memorizing expressions but are lack of abilities to pronounce words and speak effectively.

From those reason above, English teacher in Indonesia should select the appropriate methods, in order to focus on student achievement, especially in speaking skill. Teachers of EFL should maximize students' speaking ability using different kind's methods and procedures. Among the different techniques and procedures, cooperative learning could be preferable. To overcome this problem, cooperative learning has become the alternative solution in enhancing student achievement in speaking skill. It can be the alternative way of teaching for promoting speaking and social interaction among students (Ning, 2011).

Cooperative learning is a set of instructional methods which the students are encouraged to work on academic tasks in a group to reach some purposes. (Slavin, 1995). It also defines as a process where the students work in a groups on a many activity lead by the teacher to help each other in a team to gain the certain goals (Johnson, Johnson, & Smith, 1998. Many pre-liminary study already found the effectiveness of cooperative learning methods can give the positive attitudes in learning english for the student, it also can increased the student speaking skills (Suhendan & Bengu, 2014). In line with, Azizinezhad, Hashemi, & Darvishi (2013), they already investigated the effectiveness of cooperative learning methods towards the students' language learning and motivation. The result show

that the Cooperative Learning can improve the students speaking skills and the lowest score become higher than before. A lot of previous researcher suggested that Cooperative Learning methods can be used as the alternative strategy to improve the oral communicative ability and make them more confident in speaking.

Numbered head together (NHT) is one of strategy in cooperative learning that is designed to affect the pattern of student interaction as an alternative to the traditional classroom structure. Numbered head together first developed by Kagan (2009) to involve more students in reviewing the material covered in the lesson and check their understanding of the lesson content. Richards (2001: 52) state numbered head together strategy encourages successfully group functioning because all members need to know and be ready to explain their group's answer.

Based on the background of the study, this study aims to answers the two research questions below:

1. How does the cooperative learning enhance speaking skills among university students?
2. What are the student responses toward cooperative learning?

LITERATURE REVIEW

Principles of Teaching Speaking

There are seven principles for teaching speaking according to (Brown, 2007: 331-332) there are ;

1. *Focus on both fluency and accuracy, depending on the objective.* Teachers must understand and fulfill a variety of the learners' needs, from language-based accuracy concern to message-based interaction, meaning, and fluency. In learning processes, when the teachers use such kind of strategies as jigsaw, teachers should make sure that the tasks have a linguistic objective, grasp the chance for learners to observe, and use building blocks of the language.

2. *Provide intrinsically motivating techniques.* Teachers should help the learners to realize how the activity will influence them even though they sometimes do not understand why the teachers assign them to do a certain thing. For the learners need, such as for their status, their knowledge or being all that the learners can be, teachers need to always attract their interest.
3. *Encourage the use of authentic language in meaningful contexts.* Motivating learners to learn with meaningful interaction using authentic languages is not an easy task to do. For instance, the theme may have been used many times, but teachers still do not know what they should do. Then, teachers only call the learners one by one to choose the right answer. The authentic context and meaningful interaction can be grasped with the help of teachers as a storehouse of a resource material.
4. *Provide appropriate feedback and correction.* In most EFL situations, corrective feedback from a teacher is essential for learners. In ESL conditions, an appropriate corrective feedback can be obtained not only from the classroom but also outside the classroom and this makes a great benefit for teacher's position. It is necessary to take the benefits related to the teacher's understanding in giving corrective feedback suitable for the moment.
5. *Capitalize on the natural link between speaking and listening.* Both speaking and listening are involved in many collaborative procedures. From these two skills, teachers must not miss out on chances to integrate them. When the teachers focus on the goal, e.g. speaking, listening may naturally coincide, and these skills are able to reinforce each other. Abilities in constructing the language are frequently initiated through comprehension.
6. *Give students opportunities to initiate oral communication.* Teachers may not let the learners to initiate the language in oral communication by themselves. In learning processes, e.g. when the teacher asks questions or gives direction, the learners are conditioned only to speak when asked. However, teachers should give the chance for them to increase their ability

(e.g. to initiate language, to ask the question, or to control conversation) in oral communication.

7. *Encourage the development of speaking strategies.* Understanding the concept of strategic competence is central in developing speaking strategies.. Strategies are modes of operation to achieve a particular end or control certain information. Learners must be aware of those elements in gaining oral communication objectives. They need to realize and have a chance to practice the strategies such as: asking for clarification or repetition to someone and using fillers in conversation.

Definition of Cooperative Learning

The ultimate goal of teaching and learning English as a foreign language is to equip the learners with the ability to use English for communication outside the classroom. The ability in using English for communication does not mean only pronouncing the words or producing sounds, appropriate stress, and intonation patterns correctly, but also make the audiences understand the message which the speakers are trying to deliver. In teaching and learning process, selecting the right method and strategy is necessary to teach speaking. One of the method that can be used in teaching speaking is cooperative learning. Johnson, Johnson, and Smith's (2014: 88) defined that cooperative learning is the instructional use of small groups in which learners work together to maximize their own and each other's learning. Johnson and Johnson (1990: 69) in Tran (2013): 101) define cooperative learning as an instructional use of small groups by which learners work together to benefit their own and other's learning maximally. Cooperative learning is a teaching approach in which small groups of learners with diverse levels of capability apply a range of educational practices to enrich their insight of a topic (Dyson & Casey, 2012).

Cooperative learning is implemented to be a teacher's primary way of organizing classroom for instruction (Slavin, 2005: 2). The instruction refers to cooperative learning as instructional methods by which teachers organize learners into small groups which then work together to help learn academic contents reciprocally. Richards and Rodgers (2001) in Awang, Mohammed, & Sulaiman

(2013) mentioned that cooperative learning is a group work which is managed in such a way that allows learners' interaction, the exchange of information, and cooperation instead of competition in learning. So, Cooperative learning is refers to any form of instruction in which students are working together for a purpose. Each of the members of the group use their knowledge and skills to help the other members of the group understand the content. It means that each individual was not only responsible for their own learning but also for that of their fellow group members. This makes all of them feel like teachers creating an air of achievement.

Five Essential Elements of Cooperative Learning

Cooperative Learning has five key components according to Johnson, Johnson, and Smith (2006), as cited in Al-Tamimi, and Attamimi (2014:31),. These are positive interdependence, individual accountability, promoted interaction, interpersonal and social skills, and group processing.

Firstly, *Positive interdependence* refers to the idea that students are required to work together in order to achieve common learning objectives. It occurs when individual or teams are positively related. Positive interdependence is the core of cooperative learning; therefore, learners should believe that they struggle or win together.

Secondly, *Individual accountability* implies that each team member is responsible for his/her fair share of the group's success. It is important that the group knows who needs more assistance, support, and encouragement in completing the task. The purpose of cooperative learning groups is to make every member a better individual. Obviously, the methods which only involve a group grade or a group product without being accountable to every member do not consistently produce achievement gains.

Thirdly, *Promoted interaction* refers to the interaction of students in order to help each other accomplish the task and the group's shared goals. Students are required to interact verbally with one another on learning tasks. They are also expected to explain things to each other, teach others, and provide each other with help, support, and encouragement.

Fourthly, *Interpersonal and social skills* refer to the skills such as giving constructive feedback, reaching consensus, communication accurately and unambiguously and involving every member in the learning process. The social skills behavior may not appear spontaneously with all learners, and teaching those individuals may bring a profound effect on attentiveness, spirit, and motivation. However, not all students know these skills. They must be taught and practiced such skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator.

Finally, *group processing* is an important aspect of CL. It requires group members to assess their functions and contribution to the success of all tasks. It focuses on positive behaviors and actions rather than on negative ones and involves students thinking about how they learn.

Strategies in Cooperative Learning

Many teachers implement cooperative learning in numerous varied ways. Here are some classroom strategies in cooperative learning developed by Kagan (2009) there are: Jigsaw, Think- Pair- Share, Three- step interview, Team- Pair- Solo, Numbered Heads Together, Round Robin Brainstorming, Three-minute review, and Partners. In general, Kagan (1998) stated that CL is types of structured peer interaction emphasizing positive human relationships, collaboration between peers, active learning, academic achievement, equal participation & equal status of students in the classroom. Basically CL creates interactive contexts in which students have authentic reasons for listening to one another, asking questions and restating points of view.

Understanding of Numbered Head Together (NHT) Strategy

Numbered Head Together (NHT) is one of teaching strategy in Cooperative Learning. It requires students to interact and rely on others and themselves to complete a task. Kagan (2009: 6:30) states that cooperative learning model numbered head together indirectly trains students to share information, so

that students are more productive in learning. Slavin (1995:131) states Numbered Head Together is a cooperative learning strategy that holds each student accountable for learning the material. Suprijono, (2009: 92) said that learning with numbered head together begins with numbering. The teacher divides the class into small groups. Each person in the group is numbered. Once the group is formed, teachers ask some questions to be answered by each group. After that, it is given the opportunity for each group to find the answer. The next step is the teacher calls on students who have the same numbered of each group. They are given the opportunity to deliver answers to question that given by the teacher. The work is continuing until all students with the same number of each group gets a turn exposes answer has been received from the teacher. It has a goal to increase the students' academic mastery.

There are many phases in using Numbered Head Together Strategy. Kagan (2009: 6:30) states there are four phases structure for the student in the class, there are :

1. *Phase 1: Numbering*

In this phase, the students divides into small group, everybody given the number consist of 1 up to 4.

2. *Phase 2: Asking Question*

In second phases, teacher poses a question to the every group and give the fifteen minutes of “ Head Together”

3. *Phase 3: Head Together*

The third phases, students put their head together to think one correct answer and make sure that everybody knows the answer based on group agreement.

4. *Phase 4: Answering the Question*

The last phases, the teacher randomly calls a number and tudent who has the numbered called by teacher answer the question

Characteristic of NHT

Cruikshank (2006: 238) states four characteristics in cooperative learning method especially Number Heads Together (NHT) strategy. The characteristics will be explain below:

Firstly, how to choose the group or. In choosing the member of the groups the teacher need to attention to the student ability and gender. It is expect can help the student students more easier to work together in a team with the result that they can improve their speaking ability.

Secondly to choose what are the topic to be discusses in a group. it really important, because the topic must suitable to the students proficiency level. It must give the positive impact to the students. During the student discuss with the group, they can ask the teacher if they faced any problem.

Thirdly, how are th groups' behavior. However, the goals of cooperative learning method is not only focus to make students understand about the topic, but it is purposely to build the personal ability to be team and rising the individual accountability in trusting the chif of the groups.

Finally is reward and motivation . The students' motivation is grow faster because there is an opportunity to understand the material they got the reward. Through reward system students will be more motivated to understand the material very well. Reward is become the appreciation to the student effort .

Response

Suharyat (2009: 1) mentioned that response is the results of the presence of an object affecting the feelings or emotions. It is a reaction to something given, heard, or shown. Response plays a major role, especially in human behavior. Response usually happens when there is an interaction between several external factors such as objects, people, and in the form of attitudes; and emotions influence past experience and some forms of behavior that ultimately determines a person displayed. Rahmanda (2009:29) explains in her research that there are two kinds of response; there are positive response and negative response. The positive response is a reaction when human accepts something toward anything seen,

given, or shown. And negative response is the opposite of positive, where human' reaction when rejecting something given, shown, or seen. The response is closely related to a person's knowledge of the skills and information about something. Azwar (2013:8) explains that human behavior is a reaction toward something which is happening in a simple way and in complexity. Human behavior which is a normal pattern will react toward something which is called as stimulus. Different stimuli given will give a different reaction as well.

Review of the Previous Study

Al-Tamimi and Attamimi (2014) was investigated the effectiveness of cooperative learning in English language classrooms to enhance Yemeni students' speaking skills and attitudes. The findings showed there is a significance different in the students' speaking skills and attitudes after applying the cooperative learning. The researchers recommend that teachers should benefit by applying CL methods in English classes, especially in speaking, hopefully it can improve the students' speaking skills and give the positive attitude. In another study, Cooperative learning method in the foreign language classroom is believed to increase target language use, improve communication skills, build confidence and stimulate learner autonomy (Celik, Aytin, & Bayram, 2013). However, although most research findings point to the positive influence of cooperative learning on academic achievements, social behavior, and affective development, there are many suggestions for English teachers in Indonesia who want to implement Cooperative Learning especially in enhancing the students speaking ability. The teachers have to plan carefully before teaching students using CL, prepare the the appropriate material in line with the students' level, and the skill could apply certain basic principles (Positive Interdependence, Individual Accountability, Face-To-Face Interaction, Social Skills, Group Processing), and when arranged the small groups, four students are the optimum size to makes the group effectively (Parveen, 2010).

In conclusion, even though other researchers in the differences levels of education already conducted the similar study. While, the differences with this study are the researcher proposes to focus on how the Cooperative Learning

enhance the speaking skill in the second semester of the university student and focus on one activity called Numbered Head Together strategy and to know the students responses toward the strategy. Numbered Head Together strategy provides the student's opportunities to work cooperatively to accomplish the goal of their group. the individual success becomes the center of the group success because in achieving the goal, based on the material or the subject given by the teacher, students have the same responsibility and opportunities to solve the problem and support their group. This means that the individual and group accountability is required.

RESEARCH METHOD

This research aim to investigate the application of cooperative learning to enhance students' speaking skill at University of Brawijaya Malang. The method used in this research is mixed research method. According to Creswell (2010), this research type combines quantitative and qualitative research forms. By mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding the study.

Research Design

In this study, the researcher used sequential mixed method with sequential explanatory strategy. In this strategy, the first step is to collect data , to answer the first question of the research problem and analyze quantitative data followed by collecting and analyzing qualitative data to answer the second question of the research problem. The weight or priority was given to quantitative data. The quantitative data was obtained from pre-experimental design, and the qualitative data was obtained by using interview and the observation checklist .

According to Sugiyono (2013: 109), pre- experimental provides little or no control of extraneous variables. Brewer (2011) mentioned that pre- experimental consists of three designs namely: one shot case study, one group pre-test-post-test design and static group comparison design. Arikunto (2010:123) stated that pre-experimental designs (non-design) is often seen as inaccurate experiment. Because this type of experiment has not meet the requirements that is followed by certain rules of scientifically experiment. The- pre experimental design in this

study was one- group pretest- post-test design because sometimes in real life situation the researcher did not have a big authority and difficult to establish some groups and not easy to randomize the subject (Andriani, 2013). It was also because in this study, the researcher only took one class which was involved in three steps. The first, she conducted a pre-test of the dependent variable. The second, she applied the experimental treatment i.e, teaching speaking through CL (Numbered Head Together) to the subject. The last, she conducted a post-test. The scores of pre-test and post-test would be compared. It also supported by Suryabrata (2010: 101) stated that one group pretest-posttest is the design consist of one group as the subject. The pre-test was done before treatment, and post-test was done after treatment.

The design of the one group pre-test- posttest.

Table. 1. One Group Pretest- Posttest Design		
Pretest	Independent Variable	Posttest
O₁	X	O₂

Sugiyono (2013) *Metode Penelitian Kuantitatif, Kualitatif, dan R &D*. Bandung: Alfabeta. CV

Notes:

O₁ : The Pre-test

X : The Independent variable (the treatment)

O₂ : The Post-test

Research Setting

This study was conducted in University of Brawijaya Malang which is located in Jl. Veteran, Ketawanggede, Lowokwaru, Ketawanggede, Kec. Lowokwaru, Malang, East Java. This college was chosen by the researcher because of some reasons. Firstly, this college was one of the favorite Universities in Indonesia that ranked number 4 around Indonesia , whereas ranked number 17 around Southeast Asia Nations according to 4ICU (International Colleges & Universities) in 2018. Secondly, this University was one of University in Indonesia that already achieved BAN-PT A accreditation according to SK number 367/SK/BAN-PT/Ak-SURV/PT/IX/2014 .

Population and Sample

In this research, the populations were the students of second semester at English Department University of Brawijaya in academic year 2017/2018 Malang consist of fifth classes. Meanwhile, the sample is the total of students who was taken from population and will be observed. The researcher took the samples one class from the fifth classes student in second semester of English Department University of Brawijaya in academic year 2017-2018.

One class was selected by the researcher used purposive sampling technique. Purposive sampling was the technique to determine sample with a particular consideration. The class A was taken as the sample of this research because based on the English lecturer recommendation, the students of the A class had the lowest ability in speaking among other classes of the second semester student.

Research Instruments

The instrument that is used in this research are the speaking test namely pre-test and post-test, a scoring rubric from Heaton (1988) ,interviewing guideline for the students and the observation checklist from Nunan (1988).

Data Collection Technique

In collecting the data, the researcher did the following steps: Conducting a pre-test to the dependent variable, Applying the experimental treatment i.e., teaching speaking using Numbered Head Together startegy, Conducting a post-test to the dependent variable, Comparing scores of the pre-test and post-testThe group was treated by using Numbered Head Together strategy in teaching speaking. There were eight meetings conducted by the researcher. The pre-test was given at the first meeting. The treatment was given in the six meetings, which done in 2 x 60 Minutes each meeting, and the post-test was given at the last meeting. and finally asked the students response by the interview.

Data Analysis

In this research, to analyze the data researcher used SPSS 21 program. The researcher used paired sample T-test as the formula to analyze the data. After that, the researcher has to make a decision about null hypothesis

FINDINGS AND DISCUSSION

Findings

This research was conducted in 8 meetings, consists of the 1st meeting on *April 25th, 2018* for pre- test, the 2nd meeting on *April 27th, 2018*, the 3rd meeting on *May 2nd, 2018*, the 4th meeting on *May 4th, 2018*, the 5th meeting on *May 9th, 2018*, the 6th meeting on *May 16th, 2018*, and 7th meeting on *May 1th, 2018* Used by the researcher to deliver the material about the Movie, Folktales and Culture followed from the syllabus schedules given from the university and the researcher implemented the Numbered Head Together sixth meetings during the treatment. The 8th meeting on *May 18th, 2018* as the post-test.

The Result of the Pre-test and Post-test

The results of the pre-test was the first main data of this research. The pre-test was given to the students before the NHT was implemented. The function of the pre-test was to see the students speaking proficiency before the treatment. In the pre-test, the students were assigned to deliver the topic individually after selecting one of the topics given in three minutes which was recorded by the researcher. Afterthat, the two raters gave score for each students based on the scoring rubric taken from Heaton (1988). In addition, the scores from the two raters analyzed by the application of SPSS. The pre-test was held on *April 25th, 2018*. The result of the students' speaking achievement before they were given the treatment by Cooperative Learning through Numbered Head Together.

Morover, the summary of the students score it showed that the highest score from twenty nine students is 57.00 and the lowest score is 28.00 After the total score was divided into the number of students the average score is 41,34. In addition, the results of students' speaking achievement in the post-test was used to see how significant the improvement of the students' speaking achievement after they were given treatment using Numbered Head Together. The post-test was held as similar as the pretest. The difference between pretest and posttest was the highest score from twenty nine students is 60.00 and the lowest score is 31.00. The complete result can be seen in Appendix. 4.

Data Analysis between Pretest and Posttest

The analysis of the data in this study used SPSS 21. It was to see the fulfillment of the statistical assumptions. The data analysis covered normality of the test for the pretest and the posttest, paired-sample t-test and the students response.

The Normality Test of the Pretest and the Posttest

The normality test was administered to know which type of test analysis should be used in the next step. The normality test in this research used One-Sample Kolmogorov-Smirnov Test in SPSS 21. The result of the normality test in the pre-test and the post-test can be seen in table 2.

Table 2. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		speaking_result	group_class
N		58	58
Normal Parameters ^{a,b}	Mean	21.0862	1.5000
	Std. Deviation	3.89347	.50437
Most Extreme Differences	Absolute	.125	.339
	Positive	.096	.339
	Negative	-.125	-.339
Kolmogorov-Smirnov Z		.948	2.584
Asymp. Sig. (2-tailed)		.330	.000

a. Test distribution is Normal.

From the table 2. shown that the score of pre-test and post-test has a normal value. We can said the data were normal because the data was normally distributed if the significance was higher than 0.005 which is here 0.330.

Paired Sample T-test Result

Testing hypothesis is the main purpose in conducting this research. It was conducted to see whether the NHT strategy is effective or not on the students' speaking achievement. To get the answer, paired sampel t-test was administered and it shown in in table 3.

Table 3. Result of Paired Sample T-test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE TEST - POST TEST	-.82759	.96618	.17941	-1.19510	-.46007	-4.613	28	.000

Based on the result of paired sample T-test, the result of significance (2-tailed) was 0.000. It shows that the value is under 0.005 ($0.00 < 0.005$). Therefore, there was a significant difference between pre-test and post-test. To see the complete result of paired sample t-test can be seen in appendix 5.

The Students' Responses toward the Application of the Strategy

The students' responses toward the application of the strategy can be gathered by the result of the interview. The questions were consist of eight questions of statements and it was done in the last meeting.

The first question was about the students opinion about Number Head Together Strategy; it was found that 25 students gave the positive responses toward the used of the Numbered Head Together strategy such as; *It is a good strategy and interesting to learn new thing, unique strategy, it is focus on group work* and the 4 students were gave responses enough interested such as; *I don't really know the effect of numbered head together strategy, but it is an interesting strategy*. Mostly students are felt interested with the application of this strategy in their speaking classes.

The second statements was about whether do they saw the advantages of Cooperative Learning through Number Head Together, If yes, what were their analysis? it was found that 24 students found the advantages of the strategy and they explained the reason such as; *yes it was a good strategy to make student more confident, the student are give the opportunity to share with their group before presented in front of the other friend, and it gives the students opportunity to express their idea, team work, fun, more confident*, 3 students are see the weaknesses such as; *It took a long time in the process of study*, and 2 students

enough agreed such as; *it is good but it is better to use for the junior high school student.*

The third statement, does the students think that Number Head Together startegy can improve their speaking skill? it found that 28 students stated that this strategy can improve their ability and increased their confidence.

The fourth statement, Do they saw the weakness of this startegy? If yes, what were they? How to overcome it?. 3 students are see the weaknesses such as; *it took a long time during the process and complicated,* but 26 students gave the good responses, and saw the advantages then the weaknesses.

The fifth statements, was should this startegy used in the learning of speaking? For what purpose?. most of them 29 students agreed to used it in teaching and learning process, especially in speaking such as; *yes it is built the speaking skill, the purpose is make the student more active and become easier to share the idea, to improve the confidence especially in pronunciation, and syllable stress.*

The sixth statements, was do they want to practice their speaking using Number Head Together startegy later on? 29 students are agrred and will used it later *because it is very fun to use.* **The seventh statements,** was what are their suggestion and reccomendation on Number Head Together startegy used by the teacher? : The students are give the suggestion such as; *this strategy can be mix with other games, to make more interactive, maybe, teachers can use many various topic to the current topic and it can used for the other subjects, such as reading or writting, make it more fun, by adding some fun topic e.t.c*

The last statements was, Do you have additional comment? Write your experience in the learning speaking by using Numbered Head Together strategy in brief? and all of the students gave the good valuable input such as; *My experience using this strategy is built up my ability in speaking, I feel nervous, but it was fun and I like it eventhough 3 students are stated I don't really like work in a group, but it built my confidence* The results of the students interview are the students

responses are positive and the teaching and learning process were met the criteria of success.

Discussion

The research findings has showed that the score of the students in the post-test was higher than the score in the pre-test. The score was significantly increased after they were given treatment using Number Head Together strategy. Therefore, the null hypothesis was rejected because there was a significant difference in the students' speaking achievement between pre-test and post-test, and the hypothesis of this study "there is a significant correlation of the application of Cooperative Learning to enhances the students' speaking skills at the second semester of English Language Education Department University of Brawijaya Malang in the academic year 2017/2018" was accepted. In other words, Cooperative Learning through Numbered Head Together was effective strategy to improve English speaking skill.

Furthermore, There are two important things to interpret the findings The first one was about the statistical measurement and relating current theories to the findings.

Statistical Measurement

Based on the findings, it showed that the score between pre-test and post-test was significant difference. From the total 29 students, the result of the pre-test were the lowest score was 28.00 and the highest score was 57.00. After the total score was divided into the number of students the average score was 41.34. The difference between pretest and posttest were the lowest score was 31.00, and the highest score from twenty nine students was 60.00 and the average score was 43.82. However, to make sure that claim, the scores in the pre-test and post-test were finally input and was analyzed in SPSS 21 application. The first thing to be checked was the consistency of the scores from the two raters. Therefore, this study used inter-rater reliability. From the reliability test, it was gotten the value the reliability was 0.978. It means that the result of reliability test was higher than the standard of reliability test (0.06). Based on the finding, the score of reliability

has showed high reliability. In other words, the data was reliable, so it is no necessary to check the reliability of the scores in the pre-test.

After that, the normality test was analyzed. The result of normality test indicated that the data was normal distributed because the value in the pre-test and post-test was higher than 0.005, so paired sample t-test was applied. The result of paired sample T-test the of the significance (2-tailed) was 0.000. It shows that the value is under 0.005 ($0.000 < 0.005$). It proves that NHT strategy was successful to make an enhances on students' speaking score.

Nevertheless, the interview of the student response was provided in answering the qualitative data to know their responses toward the application of cooperative learning. The guidelines of the interview consist of 8 question statements and it does in the last meeting after the post-test. from the result of the interview, it can be seen that the students response is positive. From the, the general impression of the students' opinion about NHT strategy is positively with twenty students claim that NHT strategy is is interesting, and nine students state that NHT strategy is useful for them in improving speaking skills. In conclusion, students responded positively toward the application of strategy in teaching and learning process which mean the criteria of success in this research is achieved. This also means that the use of Numbered Head Together strategy made the student felt happy in speaking class, the student spoke more confidence, the student could grasp the material given in individual or with group discussions easily, and the students' attention toward the teaching and learning process increased than before. Overall, to see the NHT strategy improved the students' speaking ability and the strategy solved regarding the students' problem during the teaching and learning process.

Relating Current Theories to the findings

After discussing the results of findings based on the statistical measurement, this study can be related to earlier theories and also the previous studies. In other words, it is used to tell whether this study has contributed to the previous studies or generally to support the related theories.

The research result shows in this study that the score of the students in the post-test was higher than the score in the pre-test. The students' score was significantly increased after they were given treatment using Number Head Together Strategy, and the students are gave the positive response toward NHT strategy. In other words, it supported the finding of previous study conducted by Sari (2014) in which students it shows that NHT Strategy is an effective strategy to improve the speaking skill. It was seen from the result of her research showed that the implementation of cooperative learning were successful in improving the students' speaking skills. The improvements covers; (1) The students' ability to understand the material, (2) the students' involvement in the speaking teaching-learning process, and (3) the students positive responses. The findings were supported by the means of the students' speaking scores which had improved from 68.38 in the pre-test to 71.32 in the post-test.

As proven by the findings of this present study, there are some aspects which might become the reasons why Cooperative Learning (NHT) was effective in teaching speaking on the college students in University of Brawijaya Malang. All of them can be seen as follows.

The first reason this strategy requires students to interact and rely on others and themselves to complete a task, as Kagan (2009: 6:30) states that cooperative learning model numbered head together indirectly trains students to share information in a group, so that students are more productive in learning. It means that the students need to be put in a groups, so they have an opportunity to make a contribution in it (Harmer:167). It line with Johnson and Johnson (1990: 69) in Tran (2013): 101) stated that cooperative learning as an instructional use of small groups by which learners work together to benefit their own and other's learning maximally.

The second, Cooperative learning model Numbered Head Together strategy has a 4 characteristics in order to focus on the students needs, as stated by Cruikshank (2006: 238). Firstly, In choosing the member of the groups the teacher need to attention to the student ability and gender. It makes students more easier to work together in a team with the result that they can improve their

speaking ability. Secondly to choose what are the topic to be discusses in a group. it really important, because the topic must suitable to the students proficiency level. It gave the positive impact to the students. During the student discuss with the group, they can ask the teacher if they faced any problem. Thirdly, how are th groups' behavior. However, the goals of cooperative learning method is not only focus to make students understand about the topic, but it is purposely to build the personal ability to be team and rising the individual accountability in trusting the chif of the groups. Finally, by reward and motivation. The students' motivation is grow faster because there is an opportunity to understand the material they got the reward. Through reward system students will be more motivated to understand the material very well. Reward is become the appreciation to the student effort .

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings and discussion, there were two conclusions. *The first conclusion*, from the result of the study it showed that teaching speaking by applying Number Head Together strategy can enhanced the students' speaking achievement in speaking ability. It showed in the findings that the result of students in Class A, at the second semester student in English Language Education Department university of Brawijaya Malang there was a significance different. From the total 29 students, the result of the pre-test were the lowest score was 28.00 and the highest score was 57.00. After the total score was divided into the number of students the average score was 41.34. After the researcher done the treatment in six meeting using the NHT strategy, there was a significant different of the students in speaking skill. It was used to see how significant the improvement of the students' speaking achievement after they were given treatment using Numbered Head Together. The post-test was held as similar as the pretest. The difference between pretest and posttest were the lowest score was 31.00, and the highest score from twenty nine students was 60.00 and the average score was 43.82.. So, the teaching speaking through Numbered Head Together strategy has successfully enhanced the students speaking ability and the null hyphothesis was rejected.

The second conclusion, from the result of the interview the students are gave the positive responses toward the application of Cooperative Learning through Numbered Head Together. From the general impression twenty students, claimed that NHT strategy was interesting, and nine students stated that NHT strategy was useful for them in improving their speaking skills.

Suggestions

The research showed that the application of Cooperative Learning through Numbered Head Together strategy could enhanced the students' achievement in speaking ability and the students also gave the positive responses. Related to the conclusion above, some points are suggested, as follows;

For the teacher, as the contribution on how to enhance the students' ability in speaking. The NHT can be used as an alternative strategy in teaching speaking because this strategy supported the teacher in monitoring the students' enhancement in speaking ability.

For the future researchers, the result of this study still not met the accurate data, suggestion for the future researcher who wish to conduct similar research it is better to verify other research to find more accurate data. When implement the strategy, in terms of group discussion and practicing phase, it suggested to give more time consideration (for the students to discuss and to practice related to the material) and use the NHT strategy in teaching speaking regularity.

BIBLIOGRAPHY

- Aleksandrzak, M. (2011). Problems and challenges in teaching and learning speaking at advanced learning. *Glottodidactica*, 37, 37–48.
- Al- Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22–30.
- Al-Quyadi, A. (2000). *Psycho-sociological variables in the learning of English in Yemen*. Unpublished Ph.D. Thesis, Bhagalpur University.
- Andriani, D. (2013). *Metodologi Penelitian*. Tangerang Selatan: Universitas Terbuka.

- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Azizinezhad, M., Hashemi, M., & Darvishi, S. (2013). Application of cooperative learning in EFL classes to enhance the students' language learning. *Procedia - Social and Behavioral Sciences*, 93 (2013) 138 – 141.
- Awang, N. A., Mohammed, M. H., & Sulaiman, R. B. 2013. Enhancing Arabic Word Speaking Skill Among Malay Students Through Group Work Activities. *International Journal of Humanities and Social Science*, Vol.3, 213-214
- Azwar, S. (2013). *Sikap Manusia- Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar
- Belhabib, I. (2015). *Difficulties Encountered by Students in Learning the Productive Skills in EFL Classroom and the Relationship between Speaking and Writing : Case of First Year LMD Students at Abou Bekr-Belkaid, 2014–2015*. Retrieved from dspace.univ-tlemcen.dz/bitstream/112/7856/1/belhabib-imane.pdf
- Brewer, N. (2011). *True and Pre-Experimental Designs for Evaluation*. Lecture conducted from the University of North Carolina at Chapel Hill.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York. White Plain: Pearson Education
- Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York. White Plain: Pearson Education
- Celik, S., Aytin, K., & Bayram, E. (2013). Implementing Cooperative Learning in the Language Classroom: Opinions of Turkish Teachers of English. *Procedia- Social and Behavioral Sciences*, 70, 1852–1859. <https://doi.org/10.1016/j.sbspro.2013.01.263>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Edition)*. Boston: Pearson Education, Inc.
- Cruickshank, D.R., Jenkins, D.R., & Metclaf, K.K (2006). *The Act of Teaching 4th Analysis and Application*. New Jersey: Merrill Prentice Hall.
- Dyson, B., & Casey, A. (2012). *Cooperative Learning in Physical Education: A Research-based Approach: Routledge studies in physical education and youth sport*. Routledge.
- Harmer, J. (2007). *The Practice of English Language Teaching New Edition*. New York. Longman: Pearson Education Limited.
- Heaton, J. B. (1988). *Writing English Language Teaching*. Longman: Pearson Education Limited.

- Johnson, D.W., Johnson, R. T and Smith, K.A. (1998). *Cooperative learning: Increasing College Faculty Instructional Productivity*. ASHE-FRIC Higher Education Report No. 4.
- Johnson, D. W., Johnson, R.T., & Smith, K. A. (2014). *Cooperative Learning Improving University Instruction by Using Basing Practice Validated Theory*. *Journal on Excellence in College Teaching*, 25(3&4) 85-118.
- Kagan, S. (1998). *Kagan cooperative learning (2nd ed.)*. San Clemente, CA: Kagan Publishing.
- Kagan, S., & Kagan, M. (2009). *Cooperative Learning*. San Clemente: Kagan Publishing.
- Latief, M. A. (2014). *Research Methods on Language Learning: An Introduction*. Malang: Universitas Negeri Malang (UM Press).
- M. Al-Tamimi, N. O., & Attamimi, R. A. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6(4), 27. <https://doi.org/10.5296/ijl.v6i4.6114>
- Morozova, Y. (2013). Methods of enhancing speaking skills of elementary level students. *Translation Journal*, 17(1), [Online] Available: <http://translationjournal.net/journal/63learning.htm>.
- Ning, H. (2011). Adapting cooperative learning in tertiary ELT. *ELT Journal*, 65 (1), 60-70.
- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- Parveen, S. (2010). Effect of Cooperative Learning on Academic Achievement of 8th Grade Students in the Subject of Social Studies. *International Journal of Academic Research*, Vol. 3, No1, pp. 950-955.
- Pratiwi, A. N .(2014). *Improving The Speaking Skills Through The Use Of Cooperative Language Learning For The Seventh Grade Students Of Smpn 4 Yogyakarta*. Unpublished Undergraduated Thesis. Yogyakarta State University.
- Rahmanda, Arsy. (2009). *A study on Vocabulary Teaching Techniques of the Fourth Grade Students at SDN Bangkalan Pasuruann*. Unpublished Thesis. Malang: UMM.
- Richards, J. C & Rodgers, T. S (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University press.
- Sari, S. (2014). *Improving Speaking Skills Through Cooperative Learning for the VII Grade Students of SMPN 02 Berbah In the Academic Year 2013/2014*. Unpublished Undergraduated Thesis. Yogyakarta State University.

- Slavin, R. E. (1995). *Cooperative Learning: Theory, Research, and Practice (Second edition)*. Needham Heights, Massachussets: MA: Allyn & Bacon.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R &D*. Bandung: Alfabeta. CV
- Suhendan, E. R., & Bengü, A. A. (2014). The attitudes of students towards cooperative learning in ELT classes. *International Online Journal of Education and Teaching*, 1(2), 31-45.
- Suprijono, A. (2009). *Cooperative Learning: Teori & Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar
- Surhayat, Yayat.(2009). “Hubungan Antara Sikap, Minat, dan Perilaku Manusia”. *Alternatif*. Vol 1. No. 3:1-19.
- Suryabrata. (2010). *Metodologi Penelitian*. Jakarta: Rajawali Pers.
- Tran, V. D. (2013). Theoritical Perspectives Underlying the Application of Cooperative. *International Journal of Higher Education Vol.2*. 101-115. Retrieved from www.sciedu.ca/ijhe
- Zuheer, K. M. M. (2008). *The effect of using a programme based on cooperative learning strategy on developing some oral communication skills of students, at English department, Faculty of Education, Sana'a University*. PhD thesis- Assiut University

Appendix 1a : Lesson Plan

Lesson Plan

University	: University of Brawijaya Malang
Course	: Guided Speaking
Topic	: Movie
Credit	: 3 credits
Study Program	: S1 English Language Education
Semester	: 2
Time allotment	: 2 x 60 Minutes
Meeting	: 2-3

Course Description : This course is particularly designed to teach the students knowledge of speaking skill in order to communicate well in the form of a short dialog and monolog. This course emphasizes on ability to deliver the idea, give clarification, asking for information, speaking strategies, and speech based on social interaction in daily life.

I. Basic Competence (s)

Providing students with dialog and monolog based on social interaction in the daily life conversation.

II. Goal

By the end of this course, students are expected to speak English fluently and are able to apply speaking strategies based on social interaction in daily life.

III. Indicators

1. Identifying the movie based on the genre
2. Identifying the elements in the movie
3. Examining the movie

IV. Instructional Objectives

In the end of the lesson, the students are expected to :

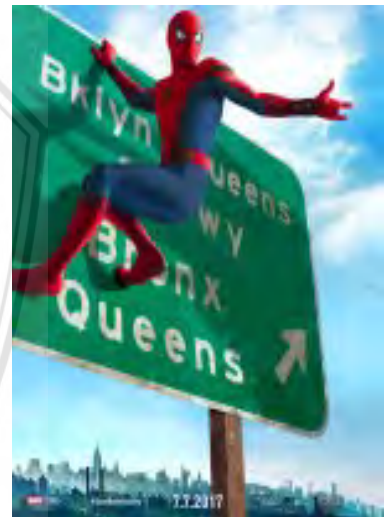
1. Students are able to mention the latest movies
2. Students are able to describe the latest movies
3. Students are able to review the latest movies
4. Students are able to perform conversation about the latest movies

V. Instructional Materials

MOVIE

WARMING UP

1. What do you think of the pictures below?
2. Have you ever watch one of those ?
3. Tell your friends about the movie you have watch!



FILM REVIEW



Summary: Thrust into an all-new adventure, a down-on-his-luck Captain Jack Sparrow finds the winds of ill-fortune blowing strongly his way when deadly ghost sailors, led by the terrifying Captain Salazar (Javier Bardem), escape from the Devil's Triangle bent on killing every pirate at sea—notably Jack. Jack's only hope of survival lies in the legendary Trident of Poseidon, but to find it he must forge an uneasy alliance with Carina Smyth (Kaya Scodelario), a brilliant and beautiful astronomer, and Henry (Brenton Thwaites), a headstrong young sailor in the Royal Navy. At the helm of the Dying Gull, his pitifully small and shabby ship, Captain Jack seeks not only to reverse his recent spate of ill fortune, but to save his very life from the most formidable and malicious foe he has ever faced.

Starring: [Geoffrey Rush](#), [Javier Bardem](#), [Johnny Depp](#), [Kaya Scodelario](#), [Orlando Bloom](#)

Director: [Espen Sandberg](#) and [Joachim Rønning](#)

Genre(s): Action, Adventure, Fantasy, Comedy

(<http://www.metacritic.com/movie/pirates-of-the-caribbean-dead-men-tell-no-tales>)

EXERCISE

Discuss with the group about the film review.

VI. Media and Sources

1. Learning Media

- Laptop +LCD Projector
- Power Point Presentation
- Whiteboard

- Pictures
 - Video
2. Learning Source
- Internet Source
 - Book

VII. Teaching Method and Strategies

1. Method : Cooperative Learning

2. Strategy : Number Head Together

Procedures: A team of five is established. Each member is given numbers of 1, 2, 3, and 4. Several questions are asked to the group. The groups will work together to answer the questions, therefore, every member can verbally answer the question. The teacher calls out a number, for example, two and each member with number two is asked to present the answer.

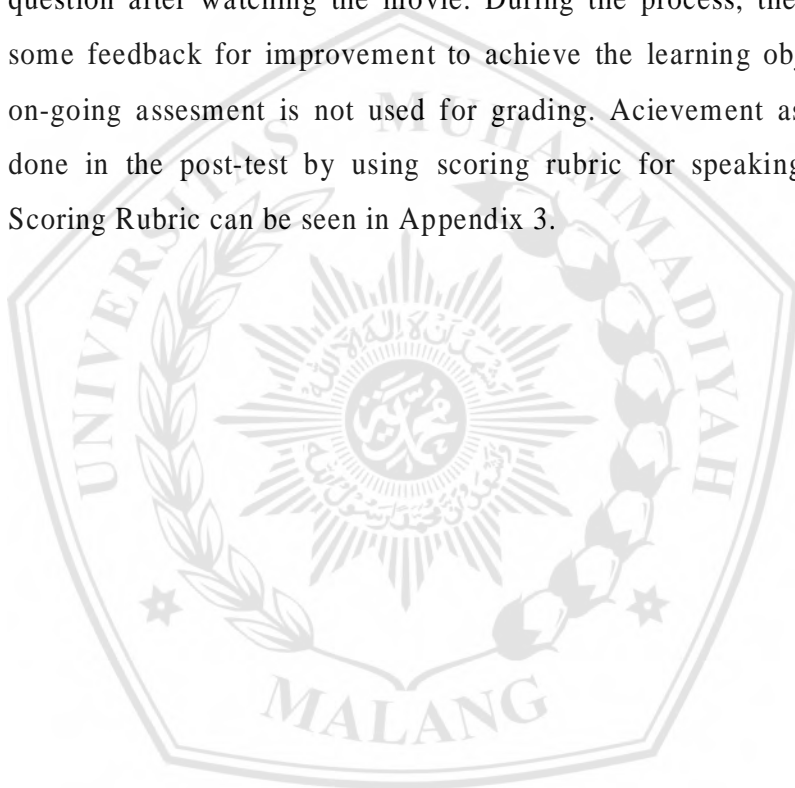
VIII. Teaching Activities Procedure

Activity	Description	Time Allotment
Pre-teaching Activity	<ul style="list-style-type: none"> • Teacher enters the room, greets, check student's readiness for learning English. • Teacher is opening short discussion. • Teacher attract the students by showing some picture to give the clue of the topic. • Student answer and teacher tells the students about the topic today. • Teacher starts the material by asking the student to choose which one their favorite movie and share to their friend 	20 minutes
Whilst-Activity	<ul style="list-style-type: none"> • Teacher divides the student into some group consist of 1-4 person and each member of groups given number 1-4.(Numbering) • Teacher provides the movie while students observe the structure of the movie. • Under the teacher's guidance, students are given the opportunities to ask about the material after finished watching the movie. • Teacher poses some question to the students. (asking question) • Afterwards, students are asked to discuss what they learn and how far they understand the movie in group in 15 minutes. (head together) • Teacher call a number randomly and student with the number presenting their tasks (Number Head Together) 	80 minutes

Post-activity	<ul style="list-style-type: none"> • Teacher and student review the result of learning process • Students do reflection on learning activities that they have been carried out • Teacher do reflections the whole activities on students learning in todays meeting. 	20 minutes
---------------	---	------------

IX. Assesment

The assesment is in the form of performance- based assessment in which the students are ask by the teacher to present and answer the teacher question after watching the movie. During the process, the teacher give some feedback for improvement to achieve the learning objectives. This on-going assesment is not used for grading. Acievement assesment was done in the post-test by using scoring rubric for speaking assessment. Scoring Rubric can be seen in Appendix 3.



Appendix 1b : Lesson Plan

Lesson Plan

University : University of Brawijaya Malang
Course : Guided Speaking
Topic : Folktale
Credit : 3 credits
Study Program : S1 English Language Education
Semester : 2
Time allotment : 2x 60 Minutes
Meeting : 4-5
Course Description : This course is particularly designed to teach the students knowledge of speaking skill in order to communicate well in the form of a short dialog and monolog. This course emphasizes on ability to deliver the idea, give clarification, asking for information, speaking strategies, and speech based on social interaction in daily life.

I. Basic Competence (s)

Providing students with dialog and monolog based on social interaction in the daily life conversation.

II. Goal

By the end of this course, students are expected to speak English fluently and are able to apply speaking strategies based on social interaction in daily life.

III. Indicators

1. Identifying folktale in Indonesia and in the world
2. Identifying the element and moral value
3. Retelling the story

IV. Instructional Objectives

In the end of the lesson, the students are expected to be able to :

1. Students are able to describe one of Indonesian Cultures

2. Students are able to communicate the differences of Indonesian cultures
3. Students are able to perform one of Indonesian Cultures as the preservation

V. Instructional Materials

WARMING UP

- I. Are you familiar with series of pictures below?
- II. Arrange the pictures below sequentially!
- III. Tell your friends in brief about the folktale below?



EXERCISE

Work in group and find a folktale. Then, practice a story telling in front of the class!

VI. Media and Sources

1. Learning Media

- Laptop +LCD Projector
- Power Point Presentation
- Whiteboard
- Pictures

2. Learning Source

- Internet Source

VII. Teaching Method and Strategies

1. Method : Cooperative Learning

2. Strategy : Number Head Together

Procedures: A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Several questions are asked to the group. The groups will work together to answer the questions, therefore, every member can verbally answer the question. The teacher calls out a number, for example, two and each member with number two is asked to present the answer.

VIII. Teaching Activities Procedure

Activity	Description	Time Allotment
Pre-teaching Activity	<ul style="list-style-type: none">• Teacher enters the room, greets, check student's readiness for learning English.• Teacher is opening short discussion.• Teacher attract the students by showing some picture to give the clue of the topic.• Teacher tells the students about the topic today.• Teacher starts the material by asking the student to arrange the picture Sequentially	20 minutes

Whilst-Activity	<ul style="list-style-type: none"> • Teacher divides the student into some group consist of 1-4 person and each member of groups given number 1-4.(Numbering) • Teacher provides some folktale while students observe the structure of the folktale. • Under the teacher's guidance, students are given the opportunities to ask about the material during the process study. • Teacher poses some question to the students. (asking question) • Afterwards, students are asked to discuss about the folktale given by the teacher in group in 15 minutes. (head together) • Teacher call a number randomly and student with the number presenting their tasks by practicing the story telling in front of their fiend (Number Head Together) 	80 minutes
Post-activity	<ul style="list-style-type: none"> • Teacher and student review the result of learning process • Students do reflection on learning activities that they have been carried out • Teacher do reflections the whole activities on students learning in todays meeting. 	20 minutes

IX. Assesment

The assesment is in the form of performance- based assestment in which the students are ask by the teacher to present and answer the teacher question after explained some folktale. During the process, the teacher give some feedback for improvement to achieve the learning objectives. This on-going assesment is not used for grading. Acievement assesment was done in the post-test by using scoring rubric for speaking assessment. Scoring Rubric can be seen in Appendix 3.

Appendix 1c : Lesson Plan

Lesson Plan

University	: University of Brawijaya Malang
Course	: Guided Speaking
Topic	: Culture in Indonesia
Credit	: 3 credits
Study Program	: S1 English Language Education
Semester	: 2
Time allotment	: 2 x 60 Minutes
Meeting	: 6-7

Course Description : This course is particularly designed to teach the students knowledge of speaking skill in order to communicate well in the form of a short dialog and monolog. This course emphasizes on ability to deliver the idea, give clarification, asking for information, speaking strategies, and speech based on social interaction in daily life.

I. Basic Competence (s)

Providing students with dialog and monolog based on social interaction in the daily life conversation.

II. Goal

By the end of this course, students are expected to speak English fluently and are able to apply speaking strategies based on social interaction in daily life.

III. Indicators

1. Recognizing the culture in Indonesia
2. Identifying the culture
3. Describing the culture
4. Examining the culture

IV. Instructional Objectives

In the end of the lesson, the students are expected to be able to :

1. Students are able to recognize Indonesian culture.

- 2.Students are able to describe one of Indonesian Cultures
- 3.Students are able to communicate the differences of Indonesian cultures
- 4.Students are able to perform one of Indonesian Cultures as the preservation

V. Instructional Materials

INDONESIAN CULTURE

The Labuhan Ceremony of Karaton Yogyakarta

Labuhan is from the word Labuh, means to throw away into. The Labuhan ceremony of Karaton Yogyakarta is a ritual offering meant to preserve a long sacred relation between the Sultan of Yogya as the direct descendant of Panembahan Senopati (the first Ruler of the second Mataram Kingdom and the Goddess of the South Sea, Kanjeng Ratu Kidul. There are other Labuhan ceremonies conducted by Karaton of Yogyakarta in the same day at other sacred places such as Mt. Merapi and Mt. Lawu. The offering in Dlepih, about 30 Km south-east of Wonogiri is organized every 8 year in the Javanese year of Dal only. The Labuhan ritual by tradition is always held one day after the Sultan coronation or commemoration of Sultan's coronation. The present Labuhan under Sri Sultan Hamengku Buwono X is held in the 30th of Javanese month of Rajab for the year 2007, it will be in August 14th. Every year is organized Labuhan Alit (small Labuhan): the 8th year. Labuhan

Work in a Group of Four, find an Indonesian traditional dance and perform it.

Make a video of it then present the video in front of the class by explaining the time of performance in a particular city/ town/ village, the purpose of the dance, the meaning of the dance, and the properties used.

VI. Media and Sources

3. Learning Media

- Laptop +LCD Projector
- Power Point Presentation
- Whiteboard
- Pictures

D. YOUR TURN TO TALK

4. Learning Source

- Internet Source

VII. Teaching Method and Strategies

Method : Cooperative Learning

Strategy : Number Head Together

Procedures: A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Several questions are asked to the group. The groups will work together to answer the questions, therefore, every member can verbally answer the question. The teacher calls out a number, for example, two and each member with number two is asked to present the answer.

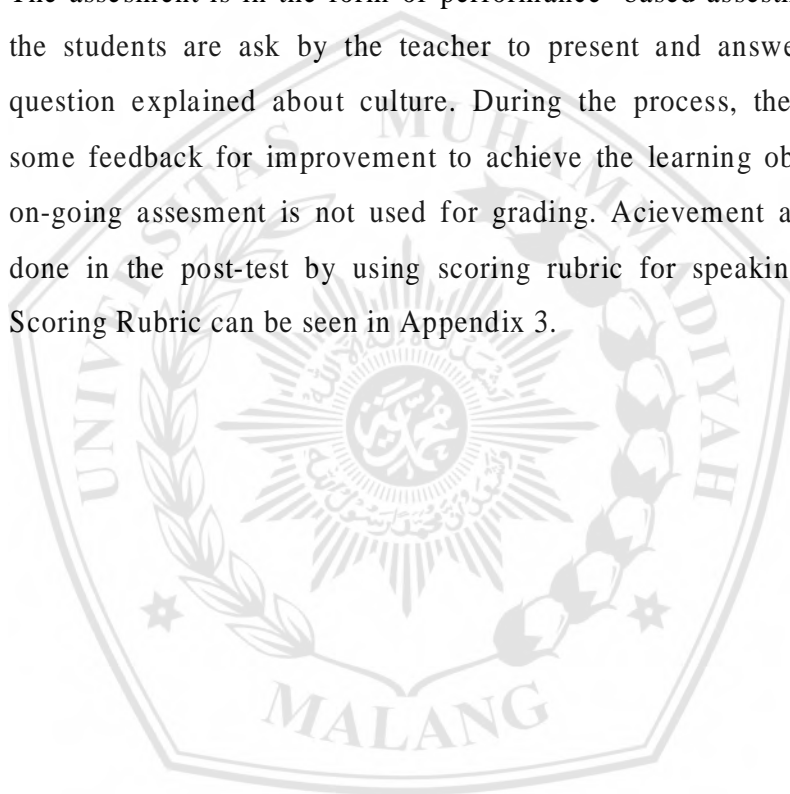
VIII. Teaching Activities Procedures

Activity	Description	Time Allotment
Pre-teaching Activity	<ul style="list-style-type: none"> • Teacher enters the room, greets, check student's readiness for learning English. • Teacher is opening short discussion. • Teacher attract the students by showing some picture to give the clue of the topic. • Teacher tells the students about the topic today. • Teacher starts the material by asking the student to mention what happens in the picture. 	20 minutes
Whilst-Activity	<ul style="list-style-type: none"> • Teacher provides the example of Indonesian culture while students observe and analyze the structure text • Teacher divides the student into some group consist of 1-4 person and each member of groups given number 1-4.(Numbering) • Under the teacher's guidance, students are given the opportunities to read some dialog about culture. and students give the opportunities to ask about the material during the process study. • Afterwards, students are asked to discuss what they learn and how far they understand the material. • Teacher poses some question/problem to the students. (asking question) • Afterwards, students are asked to discuss about the culture in Indonesia given by the teacher in group in 15 minutes. (head together) • Teacher call a number randomly and student with the number presenting their tasks by practicing the story telling in front of their friend (Number Head Together) 	80 minutes

Post-activity	<ul style="list-style-type: none"> • Teacher and student review the result of learning process • Students do reflection on learning activities that they have been carried out • Teacher do reflections the whole activities on students learning in todays meeting. 	20 minutes
---------------	---	------------

IX. Assesment

The assesment is in the form of performance- based assestment in which the students are ask by the teacher to present and answer the teacher question explained about culture. During the process, the teacher give some feedback for improvement to achieve the learning objectives. This on-going assesment is not used for grading. Acievement assesment was done in the post-test by using scoring rubric for speaking assessment. Scoring Rubric can be seen in Appendix 3.



Appendix 2 : Scoring Rubric

The form of Assesment on the Students' Speaking Performance

(Adapted from Heaton, 1988: 100).

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speakers' intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speakers say is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers' more complex or longer sentences.
2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

The obtained score = The gain scores will be converted to the score classification standart.

The score conversion		
<i>Speaking aspect</i>	<i>Weight (%)</i>	<i>score</i>
Accuracy	30%	6
		5
		4
		3
		2
		1
Fluency	40%	6
		5
		4
		3
		2
		1
Comprehensibility	30%	6
		5
		4
		3
		2
		1

$$\frac{\text{The Gain Score}}{\text{The Maximum Score}} \times 100$$

Speaking Level	Score
Excellent	6
Very Good	5
Good	4
Average	3
Fair	2
Very poor	1

Appendix 3 Instrument for Pre-test and Post -test

a. Pre-test

Instruction!

1. CHOOSE ONE OF THESE TOPICS BELOW!
 - a) Indonesian Idol 2018 (popular show)
 - b) Abah Anton (KPK)
 - c) President Jokowi (President RI)
 - d) Labuan Bajo (Tourism Place)
2. DECIDE THE ORDER OF THE PERFORMANCE USING LOTERY UNTIL EACH STUDENT GET ALL THE NUMBER FOR EACH PERFORMANCE (1-5)
3. PRESENTS AND DESCRIBES THE TOPIC THAT YOU HAVE BEEN CHOSEN IN FRONT OF THE CLASS IN 2-3 MINUTES.
4. THE STRUCTURE OF PRESENTATION SHOULD BE:
 - Introduce the topic
 - Deliver your topic
 - Conclude your topic
 - End your performance
5. YOUR PERFORMANCE IS ASSESSED ON THE FOLLOWING BASES:
 - Accuracy
 - Fluency
 - Comprehensibility

-WISH YOU ALL THE BEST-

b. Post-Test

Instruction!

1. CHOOSE ONE OF THESE TOPICS BELOW!

- e) Setya Novanto (KPK)
- f) Raja Ampat (Papua)
- g) Tradition In Toraja
- h) American Got Talent

2. DECIDE THE ORDER OF THE PERFORMANCE USING LOTERY UNTIL EACH STUDENT GET ALL THE NUMBER FOR EACH PERFORMANCE (1-5)

3. PRESENTS AND DESCRIBES THE TOPIC THAT YOU HAVE BEEN CHOSEN IN FRONT OF THE CLASS IN 2-3 MINUTES.

4. THE STRUCTURE OF PRESENTATION SHOULD BE:

- Introduce the topic
- Deliver your topic
- Conclude your topic
- End your performance

5. YOUR PERFORMANCE IS ASSESSED ON THE FOLLOWING BASES:

- Accuracy
- Fluency
- Comprehensibility

-WISH YOU ALL THE BEST-

Appendix 4a. The Student's Speaking Scores of Pre-Test

No.	Name	Pre-test		Total
		Rater 1	Rater 2	
1	AMA	22	22	44
2	INA	21	21	42
3	MDR	17	17	34
4	YO	24	23	47
5	NF	27	25	52
6	BRMH	24	21	45
7	DNM	24	22	46
8	AIK	19	20	39
9	RS	24	23	47
10	RH	20	21	41
11	MAA	17	16	33
12	SF	17	17	34
13	RYN	26	24	50
14	PNW	23	22	45
15	YS	19	17	36
16	FF	17	17	34
17	SAI	24	23	47
18	DD	22	23	45
19	FIH	14	14	28
20	BGS	14	14	28
21	NA	17	15	32
22	SAC	29	28	57
23	UH	18	18	36
24	IJM	14	14	28
25	NC	26	26	52
26	EEH	21	22	43
27	SMA	28	28	56
28	YPCP	24	21	45
29	MFS	18	15	33
Total Score		610	589	1199
Average Score		21,03448	20,31034	41,34483
Highest Score				57,00
Lowest Score				28,00

Appendix 4b. The Student Score of Post-Test

No	Name	Post-test		Total
		Rater 1	Rater 2	
1	AMA	23	23	46
2	INA	22	23	45
3	MDR	19	18	37
4	YO	27	23	50
5	NF	28	25	53
6	BRMH	24	21	45
7	DNM	24	22	46
8	AIK	19	21	40
9	RS	24	21	45
10	RH	20	22	42
11	MAA	19	17	36
12	SF	18	18	36
13	RYN	26	24	50
14	PNW	24	22	46
15	YS	21	19	40
16	FF	18	18	36
17	SAI	24	21	45
18	DD	23	22	45
19	FIH	15	16	31
20	BGS	16	16	32
21	NA	21	17	38
22	SAC	30	27	57
23	UH	19	20	39
24	IJM	15	16	31
25	NC	25	26	51
26	EEH	20	23	43
27	SMA	30	30	60
28	YPCP	26	20	46
29	MFS	19	15	34
Total Score		638	604	1242
Average Score		22	20,82759	43,82759
Highest Score				60,00
Lowest Score				31,00

Appendix 5. Statistical Analysis of Between Pre-test and Post-test

A.. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,978	4

B. Normallity test

One-Sample Kolmogorov-Smirnov Test

		speaking_result	group_class
N		58	58
Normal Parameters ^{a,b}	Mean	21,0862	1,5000
	Std. Deviation	3,89347	,50437
	Absolute	,125	,339
Most Extreme Differences	Positive	,096	,339
	Negative	-,125	-,339
Kolmogorov-Smirnov Z		,948	2,584
Asymp. Sig. (2-tailed)		,330	,000

a. Test distribution is Normal.

b. Calculated from data.

C. Paired sample-T-test

Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-,82759	,96618	,17941	-1,19510	-,46007	-4,613	28	,000

Appendix 6. Interview Guideline for the students

1. What do you think of Number Head Together Strategy?
.....
.....
.....
.....
2. Do you see the advantages of Cooperative Learning through Number Head Together? If yes, what were they? If not what was your analysis?
.....
.....
.....
.....
3. Do you think that Number Head Together startegy can improve your speaking skill?
.....
.....
.....
.....
4. Do you see the weakness of this startegy? If yes, what were they? How to overcome it?
.....
.....
.....
.....
5. Should this startegy used in the learning of speaking? For what purpose?
.....
.....
.....
6. Do you want to practice your speaking using Number Head Together startegy later on?
.....
.....
.....
7. What is your suggestion and reccomendation on Number Head Together startegy used by the teacher?
.....
.....
.....
.....
8. Do you have additional comment? Write your experience in the learning speaking by using Numbered Head Together strategy in brief?
.....
.....

Appendix 7a. Observation Checklist

Name : Zety Aqmi Amrin, S.Pd
 Day and Date : April 27th, 2018 ,May 2nd, 2018 and May 4th, 2018
 Class : A
 Meeting :2-3
 Direction : 1. Fulfill the Observation Checklist by ticking (✓) on Yes/
 No/Abstain Column.
 2. State the reason of why you decide Yes/No Abstain if it is
 neccessary.
 3. Give your decisison honestly.

No	Question	Yes	No	Abstain	Reason
1.	All the student were interested in the lesson		✓		Many students were still less attractive
2.	All instructions were clear.	✓			The teacher sometimes mix the instructions with indonesian language to make the students easier to understand.
3.	Student grouping was appropriate.	✓			Yes it is.
4.	Classroom atmosphere was positive.	✓			Most of the students were excited.
5.	There was enough variety in the lesson.			✓	
6.	Students were enthusiastic	✓			The activity make the students enthusiastic
7.	General Classroom management was good.			✓	Many students in the behind still busy by their self.

(Adapted from Nunan, D. 1988. *The Learner- Centered Curriculum*. Cambridge:
 Cambridge University Press)

Appendix 9c. Observation Checklist

Name : Zety Aqmi Amrin, S.Pd
 Day and Date : May 9th 2018, May 16th, 2018 and May 1th, 2018
 Class : A
 Meeting : 6-7
 Direction : 1. Fulfill the Observation Checklist by ticking (✓) on Yes/
 No/Abstain Column.
 2. State the reason of why you decide Yes/No Abstain if it is
 necessary.
 3. Give your decision honestly.

No	Question	Yes	No	Abstain	Reason
1.	All the student were interested in the lesson	✓			Students were very interested, it showed by the their happines and very active during the process of study.
2.	All instructions were clear.	✓			Teacher explained used the simple language that easy to understand by the students
3.	Student grouping was appropriate.	✓			Yes it is, because the smarter students also help the fair students.
4.	Classroom atmosphere was positive.	✓			
5.	There was enough variety in the lesson.	✓			Yes it is
6.	Students were enthusiastic	✓			It showed from their attractive during the process of study
7.	General Classroom management was good.	✓			Teacher make the group in to circle position, which help the teacher easy to control the students.

(Adapted from Nunan, D. 1988. *The Learner- Centered Curriculum*. Cambridge:
 Cambridge University Press)

The Student's Presence of The Meeting

No.	NIM	Initial Name	Meetings							
			25/04/18	27/04/18	02/05/18	04/05/18	09/05/18	11/05/18	16/06/18	18/06/18
			Pretest	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	Posttest
1.	175110500111011	AMA	√	-	√	√	√	√	√	√
2.	175110500111013	INA	√	√	-	-	√	√	√	√
3.	175110500111015	MDR	√		√	√	√	√	√	√
4.	175110500111018	YO	√	√	√	√	i	√	√	√
5.	175110500111020	NF	√	√	√	√	i	√	√	√
6.	175110500111021	BRMH	√	i	√	√	√	√	i	√
7.	175110500111023	DNM	√	√	√	√	√	√	√	√
8.	175110500111024	AIK	√	i	√	√	√	√	√	√
9.	175110500111025	RS	√	√	√	√	√	√	√	√
10.	175110500111027	RH	√	√	√	√	√	√	√	√
11.	175110500111036	MAA	√	√	√	i	√	√	√	√
12.	175110500111042	SF	i	i	√	i	√	√	√	√
13.	175110500111044	RYN	√	√	√	√	√	√	√	√
14.	175110500111050	PNW	√	√	√	i	√	√	i	√
15.	175110501111002	YS	√	√	√	√	√	√	√	√
16.	175110501111024	FF	√	√	√	√	√	√	√	√
17.	175110501111027	SAI	√	√	√	√	√	√	√	√
18.	175110501111036	DD	√		√	√	√	√	i	√

19.	175110501111040	FIH	i	√	√	√	√	√	√	√
20.	175110507111006	BGS	√		√	√	√	√	i	√
21.	175110507111017	NA	√	√	√	√	√	√	√	√
22.	175110507111018	SAC	√	√	√	i	√	√	√	√
23.	175110507111024	UH	√	√	√	√	√	√	√	√
24.	175110507111030	LJM	√	√	√	√	√	√	√	√
25.	175110507111038	NC	√	√	√	√	√	√	√	√
26.	175110507111040	EEH	√	√	√	√	√	√	√	√
27.	175110507111041	SMA	i	√	√	√	√	√	i	√
28.	175110507111042	YPCP	i	√	√	√	√	√	i	√
29.	175110507111043	MFS	√	√	√	√	√	√	√	√



UNIVERSITAS MUHAMMADIYAH MALANG

DIREKTORAT PROGRAM PASCASARJANA

Kampus : GKB 4 Lantai 1 - 3 Jl. Raya Tlogomas No, 246 Malang
Telp. +62-341-464318, 464319 ext. 318, 319 email : pascaumm@gmail.com

Nomor : E.7.d/0465/PPs-UMM/III/2018
Lamp. : -
Perihal : *Permohonan Ijin Penelitian*

Malang, 02 Maret 2018

Kepada Yth : **Dekan Fakultas Ilmu Budaya Universitas Brawijaya**
di Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Direktur Program Pascasarjana Universitas Muhammadiyah Malang, dengan ini memohon kesediaan Bapak/ibu untuk memberikan Ijin Penelitian kepada mahasiswa kami:

Nama : **FAJRIYAH NURUL GASMI**
NIM : **201610560211011**
Program Studi : **MAG. PENDIDIKAN BAHASA INGGRIS**
Judul : **COOPERATIVE LEARNING TO ENCHANCE
STUDENTS' SPEAKING SKILLS AT ENGLISH
LANGUAGE EDUCATION DEPARTMENT
UNIVERSITY OF BRAWIJAYA MALANG**

Demikian, atas perhatian dan kerjasama kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Arif Hidayatulloh, Ph.D

Tembusan:

1. Dekan Fakultas Ilmu Budaya
2. Arsip

BAB 1 (Nurul 3)

ORIGINALITY REPORT

3%

SIMILARITY INDEX

3%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

eprints.umm.ac.id

Internet Source

3%

Exclude quotes

Exclude bibliography

Exclude matches



BAB II (Fajriyah)2

ORIGINALITY REPORT

8%

SIMILARITY INDEX

5%

INTERNET SOURCES

0%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Middle East Technical University

Student Paper

3%

2

3rdipcore2014.weebly.com

Internet Source

3%

3

www.asian-efl-journal.com

Internet Source

3%

Exclude quotes

Exclude bibliography

Exclude matches



BAB III (Fajriah) 1

ORIGINALITY REPORT

3%

SIMILARITY INDEX

3%

INTERNET SOURCES

0%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

repo.iain-tulungagung.ac.id

Internet Source

3%

Exclude quotes

Exclude bibliography

Exclude matches



BAB IV (Fajriah) 1

ORIGINALITY REPORT

5%

SIMILARITY INDEX

5%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

eprints.uny.ac.id

Internet Source

5%

Exclude quotes

Exclude bibliography

Exclude matches



BAB V (Fajriah) 1

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes

Exclude bibliography

Exclude matches

